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ABSTRACT

This course in semantics investigates verbal and nonverbal symbols and their denotations, emotional values, and levels of abstraction in an attempt to open channels of communication between the students and those with whom they communicate. Concepts, ideas, and skills included in the course are as follows: (1) that words are tools to help with the job of communicating meaning; (2) that words are neither good nor bad in themselves; (3) that words can be used for desirable or undesirable ends; (4) that the effectiveness of words depends on the skill of the user; (5) that there is a difference between statements of fact and of opinion; (6) that learning to recognize the language of social control and affective communication is vital; (7) that words serve as symbols; (8) that the study of contextual and connotative meanings aids understanding of how words affect people; (9) that language serves different purposes; (10) that understanding the abstraction ladder and reasons for it clarifies the communication process; (11) that people choose language according to the situation and to the receiver of the language. (Author/CL)

ED 064719

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Language Arts: THE POWER OF WORDS 5113.44
5114.45
5115.45
5116.45
5187.07

CS 200 010

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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THE POWER OF WORDS

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ENGLISH, VOCABULARY

Written by Barbara Lamb

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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Course Number	Course Title: The Power of Words
5113.44 5114.45 5115.45 5116.45 5187.07	Course Description: This course in semantics will investigate verbal and nonverbal symbols and their denotations, emotional values, and levels of abstraction in an attempt to open channels of communication between the students and those with whom they communicate.

I. Performance Objectives

1. Given the premise that language is a symbolic system of communication, the student will differentiate between denotation and connotation of words.
2. Given an opportunity to examine verbal and non-verbal symbols, the student will predict their effectiveness in communication.
3. Given a group of verbal and non-verbal symbols, the student will deduce the emotional values people tend to place on these symbols.
4. Given a series of general statements, the student will apply the theory of the abstraction ladder so that concrete examples are reached for each statement.
5. Given the premise that we communicate according to the situation and the people involved, the student will demonstrate the language he would use in a situation with different people.

Course Content

The power of words or the study of semantics is one of the most crucial areas in the field of English since it is concerned with effective communication. Through semantics students can be taught to express themselves more exactly and comprehend the meanings of others more accurately. It provides a content area for teaching logical and critical thinking which may be extended to other areas of language study---oral communication, reading, literary interpretation, and compositions.

Since thinking is done primarily with words, the better the students understand how language works---what uses it serves, what effects words have on attitudes and actions, and what ways words may cause misunderstanding---the better will be their ability to think. Unless they understand how language works, they will let words influence them in ways that do not serve their best interests. They must learn to recognize words that affect their feelings since these words may block their thinking.

Concepts, ideas, and skills to be included in the course are as follows:

1. That words are tools to help with the job of communicating meaning.
2. That words are neither good nor bad in and of themselves.
3. That words can be used for desirable or undesirable ends.
4. That the effectiveness of words depends on the skill of the user.
5. That there is a difference between statements of fact and of opinion.
6. That learning to recognize the language of social control and affective communication is vital.
7. That words serve as symbols.
8. That the study of contextual and connotative meanings aids understanding of how words affect people.
9. That language serves different purposes.
10. That understanding the abstraction ladder and the reasons for it clarifies the communication process.
11. That people choose language according to the situation and the receiver of the language.

Teaching Strategies for Objective 1:

1. To illustrate that context and not the dictionary determines meaning, have students examine a group of sentences in which one word can be used several different ways and discuss. An example might be:

   a. Get those romantic notions out of your head.
   b. The portrait had a hauntingly romantic quality.
   c. The setting was a romantic little village on the seashore.

   Other possible examples of words to use are right, bank, ring, watch, bag, strike.

2. Have students select an object, examine it, and list the ways in which that object can be used. Then ask students to tell what they can do with the word for the object. Compare answers.

3. Have students use each word in a list several different ways in sentences. Some possible examples of words could be: break, key, run, love, date, batter, dummy, court, fence.

4. Lead a discussion on the denotation and connotation of the following words or others that students can think of: saliva-spit; antique-old; drunk-intoxicated; lie-fib; sweat-perspiration; protest-gripe; demonstration-riot.

5. Have a discussion on the connotation of names of cities such as Miami Beach, Hollywood, Las Vegas.

6. Have students read a story in which language affected the character or the outcome and discuss. Possible selections could be "The Emperor's New Clothes," "The Fifty-first Dragon," "The Boy Who Cried Wolf."

7. Have students examine a list of words with the approximate same meaning. Ask them which they would prefer to be called or described as. Some examples would be proud-arrogant; neutral-indifferent; unchangeable-inflexible; trusting-gullible; thrifty-penny pincher; enthusiastic-fanatical.

8. Lead a discussion on euphemisms and their association with connotations of words. Why do people use euphemisms? What are their effects? Examples: mentally ill-crazy; senior citizen-old man; passed away-dead. Have students compile a list of their own.

9. Have students investigate sources for a definition of communication, compare and contrast them, and devise a definition of their own. Discuss some of the important elements of communications.

10. Conduct a discussion on the purposes of language and the fact that it may do several jobs at one time. Have students determine what the language user's purpose might have been by looking at several different language examples. Some possible examples are:

a. "After all, good grades aren't everything! I just read an article where _____ did not make good grades and he turned out OK."
b. "That conceited _____ was chosen captain of the team, worse luck."
c. "That poem is a great piece of literature? They must be kidding. My little sister could write a better one than that."

11. Have students define a meaningless word through context. Some examples are:

a. My father will try to get me to riplouck my opinion.
b. The dinner we had at the restaurant was absolutely riplouck.
c. The director scolded the actors for their riplouck performance.

12. Give students a group of nonsense sentences or words and then a group of actual sentences or words. Have them tell why one group has meaning for them and why the other does not. Have them try to arrive at the idea that the nonsense words have no meaning since they have no referents for the words.

13. Have students read pieces of literature that contain nonsense words and examine possible meanings of the words.

14. Give students a group of words that are neutral. Have them give one favorable and one unfavorable word for each neutral word and ask them to write a sentence explaining their reactions. An example might be:

a. neutral-resting; favorable-idling; unfavorable-dawdling
b. neutral-doctor; favorable-physician; unfavorable-quack

15. Initiate a discussion on the three meanings of words---dictionary, contextual, and what listener thinks the word means. Give concrete examples. Have students give examples.

16. Have students explain the difference in connotation among the members of each of the following groups of words, make up sentences that illustrate the accurate use of several of the words, and compose sentences in which the words are misused.

a. confess, acknowledge, grant, admit, come clean
b. dress, costume, gown, ensemble, get-up
c. plump, obese, fat, paunchy, burly
d. cheat, phony, crook, imposter
e. dash, hurry, gallop, run, lope
f. masterful, domineering, arrogant

17. Show a film that contains no dialogue but does contain symbolic meanings. Have students point out the symbols and the meanings of these symbols to them.

18. Have students "conjugate" loaded words for the purpose of seeing that one idea can have very different meanings. Examples:

    a. I am sparkling. You are talkative. He is drunk.
    b. I am fastidious. You are fussy. He is an old woman.
    c. I am firm. You are obstinate. He is pig-headed.
    d. I am a trifle overweight. You are pleasingly plump. He is disgustingly fat.

19. Give students a sheet from Roget's Thesaurus and have them examine it in order to realize that synonyms are not always interchangeable since words have shades of meaning.

20. Have students explain why the underlined words in the following sentences reflect the writer's insensitivity to connotation and then supply a more appropriate word. Have students make up other examples.

    a. Handle this bottle with extra care. It is very brittle.
    b. I've been taking cough medicine by the bottles, but my cough has not been healed.
    c. What I pined for was a thick piece of prime ribs and a baked potato.

21. Have students make up a word, decide on a meaning and use it in four or five different passages. Read passages and see if classmates can guess meaning.

22. Give students a list of pairs of words that have similar denotations. Have them discuss the differences in connotation. Examples are:

    a. dude-gentleman
    b. cop-policeman
    c. politician-statesman

    Have students select one pair of words and write a brief essay on "Why I would call X a _____ instead of a _____ .

23. Give students a list of words to examine for connotation. Have them write a word that the original word connotes. Have students explain how one or two of these words came to have that certain connotation to them. Compare with class.

24. Have students choose a word from a list that has a favorable connotation and one which has an unfavorable one and write a few sentences explaining their reactions. Some possible words for use are popular, old-fashioned, law and order, idealism, realism, conformist, VIP, education, discipline, rebel.

25. Have students describe a situation in which the following words would be the right ones to use and use some of the words in sentences that would show appropriate usage.

    compliment-flatter; corpse-cadaver; clown-comedian; give-donate

26. Have students make up a word which they do not define nor specify the part of speech. They should use the word for a period of time and then take a survey to see if others are using the word and how it is used. See if fellow students in class can figure out the meaning of the word.

27. Have students bring an example of a word, phrase, statement, or idea that was taken out of context. Discuss distortion involved.

Teaching Strategies for Objective 2:

1. Show transparencies of verbal and non-verbal symbols and ask for response. Point out referents.

2. Have students describe how they communicate with an animal.

3. Have students assign meanings or symbols to a list of words or phrases.

4. Have students assign meanings to non-verbal symbols.

5. Have students catalog examples of symbols that they wear, carry, or display. Have them decide or explain what the purpose of the symbol is and what it really indicates.

6. Have students determine the usual meaning of a list of symbols. Some examples are sunrise, tinsel, red, white, crown, lion, flag, drum.

7. Show a film which illustrates the nature of the danger in word trickery and which outlines precautions to prevent confusion. Discuss.

8. Promote a discussion concerning the line from Romeo and Juliet, "What's in a name? that which we call a rose/ By any other name would smell as sweet."

9. Have students read "Everything Has a Name" from the Story of My Life by Helen Keller which gives the account of her first recognition of word as symbol. Discuss. Show a film about Helen Keller for the same purpose.

10. Have students relate an incident, real or imaginary, in which language affected the situation or the user of the language or the receiver of the language.

11. Have students bring in and discuss cartoons, comic strips, etc. that depend on language rather than situation or content for their point.

12. Lead a discussion on how a foreigner might react to the following expressions:

    a. mouth of river
    b. hot dog
    c. eye of daisy

    How are these expressions symbolic? Have students think of other examples.

13. Have students compare advertisements of the same type of product for effectiveness and decide which is more effective and why.

14. Have students either pantomime or demonstrate a code, a symbol, or a signal. Have students in class classify and explain.

15. Show a film that illustrates how we communicate and effectiveness of that communication. Have small group discussions as a follow-up.

16. Have students find advertisements which are based on the assumption that words are things or find a newspaper or magazine article which expects the reader to assume a word is a thing. Discuss.

17. Have students go around their neighborhood or school and find as many symbols as they can. Bring list to class and compare.

18. Have students relate an anecdote in which a word is used that has no referent. Rest of class asks questions about word until they discover meaning.

19. Have students write an essay discussing the grading symbol. Read to rest of class.

20. Show a non-dialogue film. Have students examine symbols and effectiveness. Did the film communicate? Why or why not?

21. Have students compare a poem about a subject with an advertisement about that same subject as to effectiveness, persons aimed at, etc.

22. Give students a list of subjects and have them choose one and write about it for the purpose of communicating to the reader the true nature and flavor of your observation or experience. They could then read and discuss in small groups.

    a. a horse barn
    b. a beauty shop
    c. scene of a bad accident
    d. winning the big one
    e. a sudden storm
    Other subjects could be used.

23. Have students present either a group or individual report on <u>The Silent Language</u> or on portions of the book.

24. Conduct a "No Language Day" or set-up a situation in which the student is in a foreign country with no friends, money, or connections and has trouble with the police or is stranded. Discuss effects of or importance of language.

25. Conduct a discussion on the three categories of symbols---universal, accidental, and conventional. Have students think of examples.

Teaching Strategies for Objective 3:

1. Give students a list of statements, phrases, or words that have hidden emotional content. Have them discuss their reactions to the words or statements. Examples:

   a. examination
   b. kiss
   c. orchard
   d. a smooth operator
   e. Madison Avenue or Wall Street
   f. the Pentagon

2. Have students select objects to describe orally. Then have class decide which object they liked best and why they liked it. Did they respond to object or to words about the object?

3. Explain loaded words, both name calling and glittering generalities. Have students give examples of both. Some examples of name calling are subversive, rabble rouser, agitator, radical, fascist, leftist, shyster. Some examples of glittering generalities are freedom, patriotism, peace, human rights, high standard of living, underdog. Show a video tape on propaganda devices.

4. Have students bring to class examples of passages that contain loaded words. Compare and discuss examples.

5. Have students make up their own advertising copy for a new product and underline the affective elements.

6. Have students read and discuss the white washing fence incident from Tom Sawyer.

7. Conduct a discussion concerning labeling. Have students think of examples of labels and discuss the effects of the labels. Have students either relate or write an incident in which a label either affected a person for the good or for the bad.

8. Define and give sentence examples of reports, inferences, and judgments. Give students sentence examples to classify. Have students make their own examples.

9. Have students make a list of words that contain built in judgments and discuss. Some examples of such words would be crackpot, egg-head, establishment, imperialism.

10. Have students listen to "The Story of Thaddeus Twistum" on the record Spoken English for effect of words of language user on language receiver and analyze techniques of slanting or of propaganda used.

11. Have students bring in records of their own in order to analyze meaning in language.

12. Promote a discussion on loaded words. Have students either analyze a list of loaded words or make a list of their own.

13. Give students a group of sentences. Have them rewrite the sentences so that they have the same essential meaning but make a different impression. If the key words are favorable, have them make the words unfavorable and vice versa.

14. Have students bring in examples of advertising that depend on the power of connotation for effectiveness of advertisement.

15. Have students tape, write, or put on a transparency a commercial or ad. Analyze and separate fact from affective elements. Discuss what remains.

16. Have students compile a list of statements that illustrate the fact that connotative appeal of words affect emotional reactions. Example: "a slab of dead cow" to "a succulent portion of charcoal broiled steak."

17. Lead a discussion on the fact that propaganda can be good or bad. Have students collect examples of both kinds and examine reasons why classified as "good" or "bad."

18. Have students choose an interesting person, living or dead, and collect details on that person in order to write a short sketch which will give a complimentary or a derogatory slant to the person. They should underline the affective words.

19. Have students either relate or write an incident which would describe a situation in which a signal reaction occurred. The reaction could either be appropriate or inappropriate and could be either a verbal or non-verbal signal.

20. Have students write a paragraph which only contains reports and another which contains only judgments and then compare and contrast in small groups.

21. Have a student report on color symbolism.

22. Have students do research on the psychological impact of names such as Judas, Jezebel, Cain, Solomon, or any other selections.

23. Have students write what is meant by a generation or to define the word old. Have the definitions read and note different ideas. Have students try to imagine transfer of thinking when such words are used.

24. Make a list of words that have a strong connotation such as bookworm, janitor, hunky, rat-fink, junkie, Red, Uncle Tom, puritanical, plagiarism, intolerance, conformity, selfishness, ecology. Have students give denotation of the words. Discuss with students the effect of word and emotions aroused by the word.

25. Have students rewrite slanted phrases or sentences so as to neutralize them. Some examples:

    a. continued wage grabs by big labor
    b. outrageous bonuses paid to company big shots
    c. He is a longhair.
    d. He is in his dotage and should retire.
    e. He is the most unfair man I have ever known.
    f. That is a country town filled with hicks.

26. Have students read a section of some biographical account contained in literature and decide if the section read is a report, inference, or judgment.

27. Have students either give or tape a speech of their own in which they use affective elements and discuss.

28. Have students bring in newspaper articles and editorials and analyze them for the purpose of differentiating between reports, judgments, and inferences.

29. Have students examine examples of passages in literature that contain loaded words. Discuss with them the effect of the words.

30. Have a group or individual report on <u>What's in a Word</u> by Mario Pei.

31. Play tapes or records of famous speeches or have students listen for affective words or have them examine the written form. Compare the written with the oral form of one speech.

32. Promote a discussion on the titles of books or plays and what they suggest about the dominant feeling or tone of the book. Some possible titles to discuss are <u>Brave New World</u>, <u>The Grapes of Wrath</u>, <u>Death of a Salesman</u>, <u>The Heart Is a Lonely Hunter</u>. Ask them to browse through a book store and list the titles of books that appeal and try to determine why.

33. Give students a group of statements concerning someone or something. Have them tabulate their reactions and analyze their reasons for reactions. Some examples might be:

    a. He is a reactionary.
    b. He is a draft-dodger.
    c. He has been brainwashed.
    d. This is a welfare state.

34. Have students analyze the attitude of an author in a specific work. Explore the reasons why the reader knows what that attitude is.

35. Have students read a selection of description for the author's use of connotative words to suggest a mood. Have students select the affective words and analyze effect of the words.

36. Select a group of words for their emotional effect. Have a student state what one of these words means to him. Have students note his use of words, tone of voice, gestures, eyes, etc., and compare his reaction with another student.

37. Conduct a discussion on the symbols used or displayed by different kinds of people and have students group them such as symbols used by adults, by teenagers, by doctors, by men, by women, by religions. Discuss the effects of these symbols on other groups.

38. Have students read, analyze, and classify a movie, play, or book review, a speech, a short story, a poem, or an essay as to whether it is report, inference, or judgment.

39. Have students write a short theme analyzing their responses to the following words as they apply to them. Do you like them or dislike them? What does each connote? Are there any other words you prefer as self-description?

    a. teen-ager b. young adult c. gal d. guy e. juvenile f. young person

40. Have a student research the topic "Words are Weapons"---a brief review of some words that changed the course of history.

41. Give students a description of a person and something about that person's habits, dress, job, etc. Have students write a paragraph about that person which would give the reader a poor opinion of that person. Ask students to be as specific as possible. Then have them write a paragraph about the same person that would give a favorable opinion. Have them analyze what made the difference in the two paragraphs.

Teaching Strategies for Objective 4:

1. Show through examples of words and phrases that people find meanings of general, abstract, and relative terms difficult to pin down. Examples:

    a. I said it was a party, but that doesn't mean there has to be dancing. (The word <u>party</u> is a general term and means different things to different people.)
    b. I lost my blue crayon (specific) clothing (general) freedom (abstract) and appetite (relative).

2. Have students investigate the fact that there are different kinds of "truths." Some examples of different kinds of "truths":

   a. This cantaloupe weighs 3 lbs. and at 10 cents a lb., it will cost 30 cents.
   b. That was an enjoyable and entertaining play.
   c. Crime does not pay.
   d. An object will float when it displaces enough water to equal its own weight.
   e. Tomatoes are fruits.
   f. To be a man is to be a non-conformist.

3. Give students a list of specific concrete words and have them suggest general concrete words that could be used as a substitute for each word on the list. Compare answers. Examples:

   a. top, ball, marble, jumping jack, doll-----toy
   b. tangerine, plum, orange, peach, grape-----fruit
   c. glare, stare, gaze, glance-----look

4. Define abstraction and show transparency presenting and explaining the abstraction ladder. Have students arrange a group of statements in order of increasing abstraction. Have them think of examples of their own.

5. Give students a group of statements to which they apply the abstraction ladder so that concrete examples are reached. Examples:

   a. I have a marvelous pet.
   b. Everyone should have an education.
   c. Sue is the most popular girl in school.
   d. Teenagers are big problems.

6. Define a generalization and a stereotype. Have students write examples of each one. Examples: Everybody likes movies--generalization; Teenagers are all alike--stereotype.

7. Have students list ten common stereotypes that they have observed with an explanation or description of one. Example: policemen, Texans, women, drivers, students, teachers, little brothers.

8. Have students rearrange items in a list going from the one that is most specific to the one that is most general. Have them explain when the specific word or words would be better than the general and vice versa. Examples:

   a. convertible, car, vehicle, Corvette
   b. box, container, carton, hatbox
   c. building, structure, bungalow, house
   d. catastrophe, deluge, disturbance, storm
   e. man, male, John Smith, human being, American, Floridian, redhead

9. Give students a group of sentences that contain abstract words. Have students explain the meaning of the abstract word to them by listing specific examples of things that come to mind when they hear or see the word. Have them compare with classmates. Examples:

   a. I am looking for a girl that has glamor.
   b. You must work hard if you want success.

10. Have students examine examples in order for them to come to conclusion that words are abstract or concrete according to the way they are used. Examples:

   a. Around the sleeves of the garment was a band of red tape. He had to go through all kinds of red tape to find out the answer to his question.
   b. The culture of Japan is very different from that of India. The researcher put the culture under the microscope.

   Have students write examples of their own.

11. Have groups of students define abstract words such as wisdom, glory, democracy, beauty, happiness, dishonesty, purity, etc. See if they can come to an agreement and then compare answers with students in other groups.

12. Choose a passage from literature or a line from a poem that contains an abstract word. Have students write a definition for the word and pass in. Read definitions and then go back to original and compare definitions with use of word in context. An example might be: "I could not love thee dear so much / Loved I not honor more."

13. Give students a group of abstract words and have them choose one whose meaning changed because of an experience. Have them tell the class the meaning the word first had, the experience that changed its meaning, and the meaning it now has.

   a. school spirit
   b. failure
   c. discipline
   d. teamwork
   e. prejudice
   f. success

14. Give students a list of general statements and have them make the statements more specific by qualifying or by using specific details.

15. Have students write an essay on "The Typical American" and then examine what they have written in light of generalizations and stereotypes.

16. Have students relate an incident in which a discussion turned into an argument because the two people involved had assigned different meanings to an abstract word or words.

17. Ask students to relate to class a personal experience in which a stereotype blocked their or someone else's clear thinking.

18. Have students classify words in a list as concrete, abstract, or relative in meaning and have them explain their classification in terms of the referent of each word.

19. Have students take a sentence that contains an abstract word and expand the sentence into a paragraph. The purpose is to make clear the meaning of the abstract word by use of concrete words and illustrations.

20. Have students select an article from a newspaper or magazine that uses terms in upper level of abstraction. They should then re-write these terms at lower levels and decide if that process changed original meaning.

Teaching Strategies for Objective 5:

1. Show the film Your Communication Skills: The Exchange of Ideas and discuss skills sender and receiver can develop in order to improve communication.

2. Have students make a list of examples of different kinds of figurative language. Have them decide where or when their examples would be effective.

3. Have students write a conversation they would have on the same subject with a child, an adult, a stranger, a friend, etc.

4. Present students with a situation. Have them relate how they would tell about this situation to a friend, their parents, their minister, etc. Some suggestions for situations:

   a. You and your date had a flat tire. After your date changed the tire, he discovered that the spare was also flat. You got in an hour after your curfew. Explain to a girlfriend and to your mother.
   b. You are late to practice because you had cut your afternoon class. On your way back to practice, you were caught in a traffic jam. Explain to your coach and tell a group of your buddies.

5. Have students define an object so a person not familiar with it could visualize the object. Have students decide the most effective method of definition.

6. Have students choose one of the several types of audiences and analyze the type of people they are, what topics they would be especially receptive to, hostile to, and indifferent about. Examples of types of audiences:

   a. Your school's P.T.A. or P.S.T. organization
   b. Younger brother's or sister's scout troop
   c. Club or youth group
   d. Adult group at church
   e. Your English class

7. Lead a discussion on the analysis of the audience and the type of topics selected for each. Have students discuss how a speaker's approach would have to differ according to the audience and its attitude towards a topic. (The speaking voice or the tone of the speaker, his attitude towards his topic and his audience should be the major points included in discussion.) Students could prepare speeches to give to different kinds of audiences.

8. Give students a list of magazines and a group of ads. Have them choose the magazine they think the ad was written for. Discuss each and give reasons for selection. Some possible magazine selections are: Sports Illustrated, Fortune, Redbook, Ebony, Modern Screen, Seventeen, Look, Saturday Review, Vogue.

Student Resources:

1. State-Adopted Textbooks

Adventures in Literature Series. Grades 9-12. Classic edition. Atlanta: Harcourt, Brace and World, Inc. 1968.

American Reads Series 9-12. Chicago: Scott Foresman and Co., 1968.

Houghton Mifflin Literature Series. Grades 9-12. Boston: Houghton, Mifflin Co., 1968.

Literary Heritage Series. Grades 9-12. New York: MacMillan Co., 1968

Postman, Neil and others. New English Series. Grades 9-12. New York: Holt, Rinehart, and Winston, Inc., 1967.

Success in Reading Books 1-6. Atlanta: Silver Burdett and Co., 1967, 1968.

Themes and Writers Series. Grades 9-12. St. Louis: Webster Division, McGraw Hill Book Co., 1967.

2. Non-state-adopted Supplementary Materials

a. Books, reference materials, and periodicals

Chase, Stuart. Danger-Men Talking! New York: Parents' Magazine Press, 1968.

Chase, Stuart. Power of Words. New York: Harcourt, Brace and World, Inc., 1954.

Chase, Stuart. Tyranny of Words. New York: Harcourt, Brace and World, Inc., 1938.

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